

2016-17 Unity Charter School of Cape Coral Parental Involvement Plan

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The plan establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

ASSURANCES

Unity Charter School of Cape Coral agrees to:

- ✓ Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- ✓ Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- ✓ Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- ✓ Jointly develop/revise with parents the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- ✓ Use the findings of the parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement plan [Section 1118(a)(2)(E)];
- ✓ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- ✓ Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- ✓ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- ✓ Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

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Parental Involvement Mission Statement (Optional)

Unity Charter School of Cape Coral will develop activities to involve all parents in the education of their children and to encourage their academic success.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Unity Charter School of Cape Coral recognizes the importance of parental involvement in the successful education of our students. Towards that end we have a Title I PD and Parent Involvement Facilitator/Curriculum Specialist who will work with teachers, students, and parents. In her role she will provide support and guidance to support teachers and staff in meeting the educational needs of all students. Furthermore, our Title I PD and Parent Involvement Facilitator will also work with our positive behavior support specialist who will support students, teachers, and work with parents. They will provide meetings and information to parents about ways they can support their child and our school. The primary source of funding for our Title I PD Facilitator and Parent Involvement Facilitator/curriculum specialist and positive behavior support specialist is Title I so all aspects of the expenditure of those funds must be transparent. At the end of the 2015-16 school year a PTSO and SAC meeting was held. At this meeting Unity Charter School of Cape Coral administration, teachers, Title I PD and Parent Involvement Facilitator, staff, and others from the community were present. Notification of this meeting was made through personal contact, school newsletters, marquee and One Call email listserv and phone call messages. At this meeting development of parental involvement programs, the SIP, Parent Involvement Plan, and the Title I Parent Involvement funds were outlined and discussed. Minutes were compiled and used as a guide for future PTSO and SAC meetings where additional parental input is solicited. An additional meeting is held at the beginning of the 2016-17 school year to further review these documents. Agendas, sign-in sheets and meeting minutes are maintained as documentation in the Title I Toolkit. Teachers and staff use this time to inform parents and community about the programs of the school and how parents/families can be better involved in the education of the students of Unity Charter School of Cape Coral.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

Program	Coordination
Title I, Title III(ESOL), IDEA	Teachers will conduct a minimum of two conferences a school year with all parents, including ESOL parents, and parents of students with disabilities. Parent meetings will be held throughout the year along with information being disseminated in school newsletters monthly to provide information to parents about ways they can help their

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	children at home. For example, how to login and use school wide standards based computer programs at home and how to reinforce what students are learning in class. Meeting notifications and flyers will be in both English and Spanish. Additional meetings for students needing Multi-Tiered System of Supports (MTSS) will be provided to students who need additional interventions. A parent survey will be used to determine what additional services and supports are needed for parent education.
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3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Title I Annual Meeting/Open House, School Advisory Council meetings and School Newsletters	Administration, Teachers, Staff, Title I PD and Parent Involvement Facilitator/Positive Behavior Support Specialist	September 2016	Sign-in sheet, Title I Toolkit, Newsletters and Agendas, Parent Feedback

4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Unity Charter School of Cape Coral is committed to Parent Involvement and will be as flexible as necessary with scheduling, programs, transportation, etc. In October 2016 the Title I PD and Parent Involvement Facilitator and positive behavior support specialist will conduct a survey of all parents to inform decisions about subject matter for upcoming parental programs. Information from the September 2016 meeting will also be used to inform these decisions. Once the determination has been made they will be advertised at Open House, parent pick-up, through the newsletter, email listservs, and the PTSO/SAC. The parent/community liaison, along with other staff will coordinate transportation needs for parents with transportation issues as needed. PTO/SAC meetings will be held monthly with free child care provided. Parent involvement workshops and opportunities will be held during the day and evening as need arises throughout the school year and based on parent input.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the

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school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Back-to-School Night Open House Parent Meetings	Administration, Teachers, Title I PD and Parent Involvement Facilitator, Positive Behavior Support Specialist, School Counselor	Creates a partnership between school and families to increase parent awareness of curriculum and to help foster positive attitudes towards education. Provides information to parents on expectations and how parents can help their children. Educates parents on how to use curriculum and on-line programs with their child(ren) at home to support instruction at school.	August 26, 2016	Flyers, newsletter, Agenda, Sign-in Sheets, Minutes, Parent Surveys Parent feedback
UCSCC Website	Administration	Information and resources for parents on a variety of issues	Daily	Number of hits on the website
Student-led conferences	Teachers, Administration, Students	Students present their work to their parent/guardian	Twice a year	Flyers, newsletter, Agenda, Sign-in Sheets, Minutes, Parent Surveys Parent feedback
School Newsletter	Administration, Title I PD and Parent Involvement Facilitator, Positive Behavior Support Specialist	Increase communication with parents.	Monthly	Flyers, newsletter, Agenda, Sign-in Sheets, Minutes, Parent Surveys Parent feedback
Curriculum Nights	Grade Level Teachers, Administration, Title I PD and Parent Involvement Facilitator	Provide information to parents on expectations and how parents can help their children	Once a year	Flyers, newsletter, Agenda, Sign-in Sheets, Minutes, Parent Surveys Parent feedback

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Teacher/Parent Conferences	Administration, Teachers	Build parental awareness of student performance	On a needs basis	Flyers, newsletter, Agenda, Sign-in Sheets, Minutes, Parent Surveys Parent feedback
Homeroom Parent	Administration, Teachers, Title I PD and Parent Involvement Facilitator, Positive Behavior Support Specialist, Office Manager	Helps to increase parent involvement in day to day activities and operations in order to support instruction and student activities.	Daily/Weekly	Parent Surveys Parent feedback

6. Describe the training the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Research articles on Parent Involvement	Administration, Title I PD and Parent Involvement Facilitator, Positive Behavior Support Specialist, Teachers, Staff	To improve teacher/parent relations	Quarterly	Depth of discussion and faculty meetings, handouts/articles, newsletters
Faculty training on Parent Involvement	Administration, Title I PD and Parent Involvement Facilitator	To improve processes in education of teachers on the importance of Parent Involvement	Quarterly	Increased hours of Parent Involvement

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Parent Workshops/Learning Opportunities, particularly for outreach and open communication	Title I PD and Parent Involvement	Twice per school year and more as	Flyers, Sign-In Sheets, parent feedback

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to Hispanic families	Facilitator, Positive Behavior Support Specialist	determined by parent input and need	
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8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

All families will be informed about Title I programs/workshops using the marquee, school newsletters, email listservs, and website. Handouts and/or flyers will be posted at the school, available at the front office, and sent home with students. Flyers and information will be in both English and Spanish. Information about Title I will also be discussed at SAC monthly meetings along with information about curriculum and assessments being discussed. Teachers also review the curriculum, expectations, assessments, and goals during Open House and Curriculum Nights. Weekly assessments are administered aligned to Florida standards taught and are sent home with all students and parents. Parent can schedule meetings with teachers as needed. Teachers and staff work with parents to schedule times that are convenient. Students create data folders and compile statistics on their progress. Twice yearly student led conferences are held so that students may review their work with their parents. District, state and federal test are used to ascertain student progress. The academic assessments used to measure student progress, in addition to classroom assessments, at UCSCC are as follow: Pre and Post academic assessments using Study Island standards based program, on-going formative assessments using Study Island, FAIR reading assessments, StMath, and quarterly benchmark assessments. The students are expected to pass with 70% accuracy. Complaints regarding the Title I Plan and/or its implementation at Unity Charter School of Cape Coral will be directed to the school district Title I office. Parents/Teacher conferences can and will be scheduled before, during, and after school. Translators will be present at conferences as needed.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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UCSCC will provide information and school reports in a format and, to the extent practicable, in a language such that parents can understand. All communications will be sent in both English and Spanish. Translators will be available during regular school hours and at scheduled events. Translators will also be invited to parent/teacher conferences when needed. There are bilingual office staff available at all times. Flyers, postcards, newsletters and other materials are sent home in English and Spanish. The school will make every effort to provide special accommodations "when requested" for parents with disabilities and/or special needs. To monitor the distribution of information to parents, the following will be kept on file in the Title I Toolkit: agendas, minutes, copies of newsletters, handouts, and/or flyers, and email listserv messages sent to parents.

Discretionary School Level Parental Involvement Plan Components

- ✓ Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- ☐ Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
- ☐ Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
N/A	N/A	N/A	N/A	N/A

School-Parent Compact:

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As a component of the school-level parental involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This plan was adopted by the school at the 05/25/16 SAC Meeting Date for FY16 and will be in effect for the period of 08/10/16. The school will distribute this plan to all parents of participating Title I, Part A children on or before 08/19/16.

(Signature of Authorized Representative)

(Date)

Provide evidence that the plan has been developed with the input from parents.

Review of 2015-2016 School Parental Involvement Plan

1. Provide a summary of activities provided that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Open House Parent Meetings	10	180	Creates a partnership between school and families to increase parent awareness of curriculum and to help foster positive attitudes towards education. Provides information to parents on expectations and how parents can help their children.
CCPFA Website	180	180	Information and resources for parents on a variety of issues
Student-led conferences	2	180	Students present their work to their parent/guardian
School Newsletter	10	180	Increase communication with parents.
Curriculum Nights	1	180	Provide information to parents about curriculum and instructional resources and on

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			how parents can use programs and support their children at home.
Teacher/Parent Conferences	2	180	Provide information to parents on expectations and how parents can help their children and student progress.

2. Provide a summary of the professional development activities provided by the school to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Research articles on Parent Involvement	2	15	To improve teacher/parent relations
Faculty training on Parent Involvement	10	15	To improve processes in education of teachers on the importance of Parent Involvement

3. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Schedules/Time	AM, PM and Evening Events
Lack of Education	Provide strategies and games to parents to help students
Lack of Communication	Notes home, flyers, calls and emails via One Call system, marquee, and newsletters
Language	One Call System messages in home language,

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	translators
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4. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity

Review Rubric for 2015-2016 School Parental Involvement Plan

School Name: Cape Coral Preparatory and Fitness Academy Plan Year: 2015-2016

Reviewer: Jennifer Fowler

Review Date: May 25, 2016

Plan Components	YES (Page #)	NO
2015-2016 Plan Review		
Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs?	X	
Is the PIP written in an understandable format and provided in a language parents can understand?	X	
Were revisions/updates to the plan made based upon the review of the FY15 plan? Did the school address the barriers identified in the review?	X	
LEA Plan Mission Statement (optional)		
The mission statement should meet the following criteria: <ul style="list-style-type: none"> Explains the purpose of the parental involvement program; Tells what will be done; Includes beliefs or values; Is concise, free of jargon, and parent-friendly; and Inspires stakeholders to be involved and supportive of the program. 	X	
1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].		
Strong Responses Include: <ul style="list-style-type: none"> Identification of the group responsible for the planning, review, and improvement of the Title I program; Description of the procedures selecting members of the group; Explanation of how input from parents will be documented; and Description of the process for schools to involve parents in the development of the required plans; and Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]. 	X	
2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].		
Strong Responses Include: <ul style="list-style-type: none"> Identification of the specific federal program; and Description of how the programs were coordinated. 	X	
3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].		
Strong Responses Include: <ul style="list-style-type: none"> Identification of specific activities or tasks; Identification of the person(s) responsible for completing the task; Timeline; and Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 	X	

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4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].		
Strong Responses Include: <ul style="list-style-type: none"> • Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and • Specific examples of the flexible schedule offered to parents. 	X	
5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)].		
Strong Responses Include: <ul style="list-style-type: none"> • Content of the session including each of the following: <ul style="list-style-type: none"> • The state's academic content standards and State student academic achievement standards, • State and local academic assessments including alternative assessments, • Parental involvement requirements of Section 1118, and • How to monitor their child's progress and work with educators to improve the achievement of their child. • Type of activities; • Correlation to student achievement; and • Reasonable and realistic proposed timelines. 	X	
6. Describe the training for staff the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].		
Strong Responses Include: <ul style="list-style-type: none"> • Content of the session; <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Type of Activities; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Method to determine the success and document completion. 	X	
7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].		
Strong Responses Include: <ul style="list-style-type: none"> • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Method to determine the success and document completion. 	X	
8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: <ul style="list-style-type: none"> • Timely information about the Title I programs [Section 1118(c)(4)(A)]: • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]: • If requested by parents, opportunities for regular meetings to formulate suggestions and to 		

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<p>participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]:</p> <p>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Process for providing information to parents; • Dissemination methods; • Reasonable and realistic timelines for specific parent notifications; and • Description of how the school will monitor that the information was provided. 	X	
<p>9. Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Process for translating information into a parent's native language; • Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; • Description of how the school will ensure that information is available to parents considering the fluctuating student populations; • Specific languages that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents. 	X	
<p>10. Describe how the discretionary activities will be implemented.</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content of the session including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Offer literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Type of activity; • Specific correlation to student achievement; and • Reasonable and realistic timelines. 	X	
<p style="text-align: center;">School-Parent Compact</p>		
<p>Does the School-Parent Compact include all required components:</p> <ul style="list-style-type: none"> • Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards; • Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and • Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum— <ul style="list-style-type: none"> ○ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; ○ Frequent reports to parents on their child's progress; and ○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [Section 1118(d), ESEA]. 	X	

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Review of the 2015-2016 Plan		
Did the school include a copy of the review of the FY15 plan?	X	
Did the review include all required components? <ul style="list-style-type: none"> • A summary of the results of the activities conducted for parents; • A summary of the staff training activities; • Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and • Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. 	X	

Additional Comments or Concerns:
